

## Preschool Language and Literacy

### Professional Development Lesson

#### Materials Needed

Materials: Parking Lot, pencil boxes, pencils, self-stick notes, highlighters, markers, and chart paper.

Classroom Connections are items or activities that can be immediately implemented in classrooms and are noted by CC\*

This training module is based on the 2 recommended practices based on the What Works Clearinghouse (WWC) reviews of phonological awareness training and interactive and dialogic shared book reading studies.

### Opening Slides

These slides can be used as an opening to any of the practice recommendations

<i>Step</i>	<i>Description (Specific)</i>	<i>Time (Minutes)</i>	<i>Target Audience (All, Educational Leaders, Teachers)</i>
Introduce	Use slide #1 and handout #1 to give an orientation to the training materials.	3 min.	All
Set group norms	Use slide #2 and handout #2 to set group norms and to teach the SLANT routine	2 min.	All
Identify partners	Use slide #3 to assist participants to identify partners	1 min.	All
Identify small groups	Use slide #4 and the Groovy Grouping Activity to form small groups for future activities.	5 min.	All
Assess background knowledge and expectations	Use slide #5 and small group activity to Assess background knowledge and expectations.	8 min.	All
Partner participants	Use slide #6 and handout #3 to assist participants in identifying several partnerships that will be used in future activities.	4 min.	All

### Introduction/Overview

<i>Step</i>	<i>Description (Specific)</i>	<i>Time (Minutes)</i>	<i>Target Audience (All, Educational Leaders, Teachers)</i>
Introduce <i>Preschool Lang. and Lit. Multimedia Overview</i> (4:29 min.)	Use slides #1-6, handout #1 and the media clip to introduce the Preschool Language and Literacy Module.	10 min.	All

Review Key Concepts	Use slide #7 to review the key concepts.	2 min.	All
Review MT Early Learning Guidelines	Use slides #8-9 and handout #2 to review the MT Early Learning Guidelines.	5 min.	All
Connect	Use slides #10-14 and handouts #3-5 to connect the Preschool Language and Literacy module to the Montana Literacy Plan, the Montana Kindergarten Curriculum Standards, and Head Start Child Outcomes	8 min.	All
Connect	Use slides #15-16 to connect the Preschool Language and Literacy module to both the MT Striving Readers Project and MT Response to Intervention-Early Childhood Focus.	5 min.	All
Restate	Use slide #16 to restate the key concepts of the module.	1 min.	All
<b>Teaching Phonological Awareness</b>			
<i>Step</i>	<i>Description (Specific)</i>	<i>Time (Minutes)</i>	<i>Target Audience (All, Educational Leaders, Teachers)</i>
Introduce	Use slides #1-3 and handout #1 to introduce the Preschool Language and Literacy module's 1 <sup>st</sup> recommended practice: Teaching Phonological Awareness, the organization, and the recommended practices.	5 min.	All
Define and summarize	Use slides #4-6 and handout #1-2 to define phonological awareness and to summarize the practice recommendation, Teaching Phonological Awareness.	4 min.	All
Review	Use slide #7 and handout #3 to review the visual diagram for this module.	2 min.	All
Define	Use slides #8-9 to further define phonological awareness as a foundational understanding for this module.	3 min.	All
View media: <i>Teaching Phonological Awareness in Preschool Overview</i> (7:57 min.)	Use slide #10-11 and media clip to describe phonological awareness and its importance. Participants will share what they know about the continuum of phonological awareness.	12 min.	All
Compare and Contrast	Use slide #12 and handout #2 to compare and contrast phonological awareness and phonemic awareness.	5 min.	All
View media: <i>Providing Phonological Awareness Instruction</i> (6:18 min.)	Use slides #13-15 and media clip to describe the developmental continuum of phonological awareness. Participants will work in small groups to discuss questions posed. <u>Note:</u> slide #15 is a hidden slide, but provides more presenter notes.	12 min.	All
Introduce "See How it	Use slides #16-18, the media clip, and handout #4 to introduce the "see how it	10 min.	All

Works” View media: <i>Phonological Awareness All Day Long</i>	works” section of this module.		
Partner Participants	Use slide #19 and participants in partnerships to summarize what has been learned so far.	3 min.	All
Describe PA Continuum	Use slides #20-22 to describe the Phonological Awareness Continuum	15 min.	All
View media: <i>About Oceans-Integrating Lang. and Lit. Activities</i> (4:28 min.)	Use slide #23-24 to share how a preschool teacher plans early lit. and lang. instruction. Participants will then discuss questions posed on the slide.	12 min.	All
View media: <i>Letters vs. Phonemes</i> (1:56 min.)	Use slide #25 to identify the difference between letters and phonemes.	2 min.	All
Phoneme Activity	Use slide #26 to illustrate phonemes.	5 min.	All
View media: <i>Phonemic Segmentation</i> (2:20 min.)	Use slide #27 to share about phonemic segmentation.	3 min.	All
Define	Use slides #28-30 and handout #2 to define letter sound knowledge, the alphabetic principle, and phonics.	17 min.	All
View media: <i>Letters and Sounds</i> (2:34 min.)	Use slide #31 and the media clip to demonstrate an effective classroom activity for teaching phonemic awareness.	3 min.	All
Review/Reflect	Use slide #32-33 and handouts #1 & #5 to review and reflect on planning for instruction and to wrap up planning instruction.	3 min.	All
Introduce monitor progress	Use slide #34-35 to introduce “helping teachers to improve practice and monitor progress.	3 min.	All
View media: <i>Phonological Awareness: A Sequential Approach</i>	Use slides #36-37, handout #6, and media clip to learn how to use a developmental sequence for teaching phonological awareness skills to track skill mastery.	5 min.	All
View media: <i>Phonological Awareness- Developmental Continuum</i>	Use slides #38-39 and handout #6 to further explore the developmental continuum. Participants will discuss in small groups.	10 min.	All
Share school example Listen to audio: <i>Keeping Track of Student Progress with Portfolios</i> (4:24 min.)	Use slides #40-51, the audio clip, and handouts #7-8 to explore the Personal Literacy Plan. Participants will use the transcript to facilitate listening of the audio.	30 min.	All
Share school example Listen to audio: <i>Using Evaluation Data to Improve Teaching</i> (4:44 min.)	Use slides #52-53, the audio clip, and handouts #9 & #1 to explore the use of data to evaluate and support a child’s learning.	6 min.	All

Complete Word Splash	Use slide #54 and handout #2 to complete the word splash.	3 min.	All
Continue with “Do What Works”	Use slides #55-69, handouts #10-15 to put into action the Preschool language and Literacy Module. Presenters will need to go through and carefully select the actions determined by the participant’s needs.	Varies	Varies
<b>Use Interactive and Dialogic Reading</b>			
<i>Step</i>	<i>Description (Specific)</i>	<i>Time (Minutes)</i>	<i>Target Audience (All, Educational Leaders, Teachers)</i>
Introduce	Use slides #1-6 and handout #1 to introduce the Preschool Language and Literacy module’s 2 <sup>nd</sup> practice recommendation: Use Interactive and Dialogic Reading, the organization, and the recommended practices.	7 min.	All
Assess background knowledge and expectations	Use slides #7 and handouts #2 to assess participant’s background knowledge and training expectations.	7 min.	All
Share visual diagram	Use slide #8 and handout #3 to share the Preschool Language and Literacy visual diagram.	2 min.	All
View media: <i>Interactive and Dialogic Reading in Preschool</i> (9:30 min.)	Use slide #9 and the media clip to describe interactive and dialogic reading.	10 min.	All
Conduct group activity	Use slide #10 to facilitate a small group activity centering on the media clip above.	15 min.	All
Review	Use slide #11 to tell participants the key concepts for this section of the module.	2 min.	All
View media: <i>Implementing Dialogic Reading</i> (8:16 min.)	Use slide #12 and the media clip to share how to implement dialogic reading.	9 min.	All
Describe Interactive and Dialogic Reading	Use slides #13-14 to describe Interactive and Dialogic Reading. Follow up with small group discussions around posed questions found in the presenter’s notes.	15 min.	All
Introduce 3 focus areas	Use slide #16 to share the 3 areas of focus for this section of the module.	1 min.	All
Share school example View media: <i>Preparing an Interactive Reading Lesson</i>	Use slides #17-19, media clip, and handout #4 to share a school example of interactive reading. Participants will work with a partner to summarize.	10 min.	All
Review PEER Sequence	Use slides #20-21 and handout #5 to share and review a PEER Sequence Planner.	8 min.	All

Planner			
Share school example Listen to audio: <i>Selecting Books for Interactive Reading</i> (5:38 min.)	Use slides #22-25, audio clip, and handout #6 to share with participants what to look for when selecting books for interactive reading.	10 min.	All
Focus on Dialogic Reading Share school example	Use slides #26-27 to focus participants on dialogic reading and to share another school example.	3 min.	All
View media: <i>A Three-Level Framework for Dialogic Reading</i>	Use slides #28-29, media clip, and handouts #7-8 to share a step-by-step guide to developing questions. Participants will then discuss with a partner the planner (handout #8).	20 min.	All
Share school example Listen to audio: <i>Helping Teachers Learn New Practice</i> (5:17 min.)	Use slides #30-33, audio clip, and handout #9 to share with teachers the last focus area: Helping teachers improve practice. Participants will then discuss in small groups.	13 min.	All
View media: <i>Partnering with a Coach to Improve Instruction</i> (6:27 min.)	Use slide #34 and the media clip to explore working with a coach to improve instruction.	7 min.	All
View media: <i>Training Coaches/Mentors to Work with Teachers</i> (8:47 min.)	Use slide #35-36, the media clip, and handouts #10-11 to explain what mentors need to know about modeling, helping teacher develop lesson plans, and provide feedback. Participants will then discuss in small groups.	15 min.	All
View media: <i>Developing a Coaching Program</i> (5:03 min.)	Use slide #37 and media clip to explore on-site coaching programs that are effective in helping teachers implement and sustain good practice.	6 min.	All
Introduce “Do What Works”	Use slides #38-54 and handouts #1, 2, 12-15 to put into action the Preschool Language and Literacy module. Presenters will need to go through and carefully select the actions determined by the participant’s needs.	Varies	Varies
<p style="text-align: center;"><b>Closing</b></p> <p style="text-align: center;">This section can be used to close any of the practice recommendations and offer additional resources</p>			
<i>Step</i>	<i>Description (Specific)</i>	<i>Time (Minutes)</i>	<i>Target Audience (All, Educational Leaders, Teachers)</i>
Review Content	Use slides#1-3 and handout #1 to review the key concepts for the Preschool Language and Literacy Professional Development Module.	5 min.	All
Module Wrap Up	Use slides #4-5 to conduct a closing	10 min.	All

	reflective activity and to share the Instructional Innovations website.		
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